

ARIZONA'S LSTA FIVE-YEAR PLAN 2003-2007

**Presented by the
Arizona State Library, Archives and Public Records**

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I. Mission Statement: Arizona State Library, Archives and Public Records

The Arizona State Library, Archives, and Public Records Agency serves the Arizona Legislature and Arizonans, providing public access to public information, fostering historical/cultural collaborative research, information projects and ensuring that Arizona's history is documented and preserved.

Agency Goal Summary

- To provide access to public information.
- To preserve and document Arizona's history.
- To promote statewide collaboration for historical and cultural institutions.
- To provide prompt, professional legislative support.

We will know we have been successful when:

- *Each Legislative member knows who we are and what we do, here in Phoenix and in his/her District;*
- *Each Legislative member turns to us to help them, when appropriate, in their work;*
- *The cultural community of Arizona looks to us for leadership, problem solving, and as a meeting place for information, cultural and historic projects for Arizonans;*
- *The cultural community collaborates with us to build an inventory of Arizona's cultural collections---print and web---based-for all to use;*
- *Arizona citizens who visit us on-site or on-line find what they are looking for, or learn from using our collections; and*
- *Our Agency's customers evaluate our products and service positively.*

II. Needs Assessment: Imagining the Future

In early 2000, GladysAnn Wells, Arizona's State Librarian, appointed 30 members (Appendix A) to the Statewide Library Development Commission (The Commission). Its members came from many backgrounds, including librarians, library educators, library advocates, representatives from other cultural institutions, and private citizens. The group was charged to prepare a benchmark assessment and a long-term library development plan that the Arizona State Library could use for planning, allocating resources, identifying management priorities, and as a roadmap for collaboration with libraries across the state. Portions of this plan, *Arizona's Libraries in the 21st Century: Building Communities, Connections and a Continuum of Learning*, have been used to develop the LSTA Five-Year Plan for 2003-2007. Agnes Griffen, Director of the Tucson-Pima Public Library, served as Chair and Judy Register, then Library Director of the Scottsdale Public Library (later promoted to Director of Citizen and Neighborhood Resources in Scottsdale), served as co-chair for the group and led the process.

The Statewide Library Development Commission consulted a variety of experts and documents to formulate suggestions about shaping the future of Arizona's libraries (www.lib.az.us under quick links). It asked experts in fields such as public health and urban planning to sketch out the most important large-scale trends that might affect the future of the state's libraries. These reports identified the most prevalent external forces driving change, including:

- Need for greater educational attainment
- Changing demographics
- Rapid urban growth and sprawl
- Stresses on children and families
- Need for greater access to health care
- Increased need for access to new technologies

The Commission also consulted strategic plans written by many of Arizona's libraries and library systems during the past three years. And it examined innovative library programs now in operation throughout the state.

From these various sources, The Commission was able to identify the forces of change within our state while also gaining a sense of our strengths and opportunities.

The Commission has identified the issues that libraries need to address, and identified responses for addressing them. Many of their recommendations informed the programs/activities section of this plan.

The Commission report divides the major issues and policy recommendations into ten sections. The policy issues include:

Public satisfaction
 Access to information, resources, and services
 Information technology
 Cultural diversity
 Library as a community's focal point
 Families and libraries
 The New Economy
 Strategic partnerships
 Funding and support
 Recruiting and retaining qualified staff

Issues

1. Public satisfaction

The Commission members agreed on the need to emphasize service, the end user, in the next phase of library development. Ultimately, the success of libraries in Arizona will rest on their ability to retain current customers, attract new customers, and provide top-notch, reliable service that people/communities recognize, respect and fund.

In 2002, the Maricopa County Library Council's Continuing Education Committee concluded that the issues surrounding public satisfaction with libraries are more complicated than in the past. They still hinge upon good customer service skills practiced by the library staff, however new issues must be addressed to complete the picture of public satisfaction. These issues include:

- Changing needs of current customers
- Different needs and expectations of the new customers
- New cultural needs being introduced by emerging ethnic communities
- Availability of new types of resources that are unfamiliar to customers or staff
- Librarians' awareness and ability to accept these changes in their workplace and profession

In response to these issues, many librarians are being forced to rethink their service plans and goals. As they tried to attract new customers to the library, some of whom have difficulty using the library or have been traditionally underserved, some librarians did not realize that new customers often meant new needs. They wonder how they are going to meet the needs of new customers and keep the current customers satisfied at the same time. Sometimes new customers require a change in the structure of library work. Some of these new customers focus on different resources, come from different cultural backgrounds, speak other languages, have special physical or intellectual needs, and possess different standards of behavior that do not reflect traditional library practices. Many of Arizona's librarians are asking for help in adjusting to these new customer service issues.

2. Access to information, resources, and services

While the public library must adopt new services, technologies, and partnerships, it must also strengthen its core—its collections of books, periodicals, databases, and other materials. It must always be able to provide certain basic materials, such as reference works and the classic works of the arts, letters, and sciences; in a variety of formats because some library patrons have special needs, such as learning disabilities and physical challenges. But it must also be able to offer materials for literacy education, for nontraditional users, for users of all ages, and for a variety of daily needs such as health and wellness, personal finances, and consumer information.

It is increasingly important for people to have balanced information. Libraries are one of the most used public access points for consumer information. Whether patrons are using library resources through the Web, consulting print or other materials in a library, or attending library-sponsored programs, they expect and require accurate and up-to-date information. Given the cost of purchasing enough materials to meet all these needs, libraries need to make even greater use of partnerships with other libraries and information providers.

The rising cost of online databases, publications, and traditional resources makes it increasingly important for library systems and organizations across Arizona to coordinate efforts, pool resources, and develop specialized services and collections that are then made available to the entire library community.

3. Information technology

The network of library information technology systems represents the only complete technology grid in Arizona—making our state's libraries critical to providing current (2002) information to residents across the state. In addition to this connectivity, most of Arizona's libraries have hardware, software, and wiring to accommodate all types of public access to electronic information, but not enough access to meet the state's growing need. The commitment of federal dollars—both through Library Services and Technology Act (LSTA) grants and e-rate funding—has positioned Arizona's public libraries to receive enormous support for technology infrastructure from

"Geography, demographics and differences in telecommunications availability provide the major obstacles to equity of access in Arizona. Lack of infrastructure and lack of technical staff hurt the rural areas."—Robert Shupe, Mohave County Community College

the Bill and Melinda Gates Foundation. Thus far, the Gates Foundation has awarded \$2,249,923 to Arizona's libraries and \$2,393,068 for the Native American Access to Technology Program in Navajo Nation Chapter Houses in Arizona, New Mexico, and Utah.

It is important to use this large and capable infrastructure to best advantage. Distance learning opportunities, access to online databases and statewide networks, and the use of video conferencing systems are all potential opportunities for individual library systems and the statewide network of cultural and public information institutions. Assisted library technologies also provide patrons who are visually or hearing impaired, learning disabled, or physically challenged a link to valuable information resources.

This infusion of technology has created planning opportunities, training needs, and service pattern changes. It is vital to sustain the large network systems, update computer hardware and software, and keep up with ever-changing technology. The ongoing need for technology training and system upgrades is a vital concern, especially for the small and rural libraries. The school library situation in Arizona is especially dire.

4. Cultural diversity

Arizona is an increasingly diverse state with more than 600,000 documented immigrants, most of whom are native Spanish speakers. There are 21 federally recognized Native American tribes in Arizona, and about 250,000 Native American people in urban Maricopa County. Major refugee groups include Bosnian, Cambodian, Cuban, Iraqi, Romanian, Soviet, Somali, Sudanese, and Vietnamese. Upwards of 25 per cent of the state's school children are members of immigrant families. For example, Elmhurst Elementary School in Maricopa County reports that its students speak 58 languages and represent 96 nationalities.

Libraries often lead the outreach efforts to serve multicultural communities. It is important for library systems to fully embrace cultural understanding, including: beliefs/values, assessment, comfort zones, space design, time, celebrations, staffing issues, language fluency, representation, training, and special collections.

5. Library as community's focal point

Libraries can be ideal physical and psychological centers for a community, especially for a widespread community, such as those common in Arizona. The state has seen enormous growth and "sprawl," which is often how people refer to growth if it is unwanted, unplanned, or out of

"We know that despite new technologies, place still matters. Libraries contribute to giving a sense of place to communities."
—Susan DeArmond, Private Citizen

control—all of the things a community dislikes about growth. The 2000 census counted nearly 5 million state residents; the population is projected to approach 10 million in 2040. This population is aging: while 20-39 year-olds are the highest percentage age group, seniors are soon expected to exceed them.

Growth and sprawl indicators are more than just a discussion about demographics. The quality of life is in the forefront of these discussions. In a 1999 survey conducted by the Morrison Institute for Public Policy, 45 per cent of respondents stated that they would move out of the greater Phoenix area immediately if they could. The most common reasons given included: too many people, the climate, crime, traffic congestion, and pollution (*WHAT MATTERS in GREATER PHOENIX Indicators of Our Quality of Life*, p. 24).

These statistics have major implications for Arizona's libraries, not only in the physical capacity to serve the influx of residents, but in their staffing, collections, and programming budgets. Strategic planning, resource sharing, and collaborative partnerships become even more important in this new age.

"Children do well when their families do well. Families do well when their neighborhoods do well. Neighborhoods do well when their community does well."—Carol Kamin, Executive Director, Children's Action Alliance (Arizona)

There are 1,253,000 children in Arizona.

Every year:

370,000 children go without health insurance
(more than 1 in 3)

296,000 children live in poverty (more than 1 in 4)

Every week:

65 babies are born to teen mothers

2 children are killed by guns

Every day:

87 teens drop out of school

92 parents are reported for suspected child abuse and neglect

Source: Children's Action Alliance website—an Arizona-based, statewide child advocacy organization (2002).

6. Families and libraries

The public library is one of the few public institutions that provide programs, services, and educational and cultural opportunities without charge for an entire family. In many instances the public library is the first and most frequently available educational institution for our youngest residents as they enter the world of reading and learning. And the public library is often a community's "school" on evenings, weekends, and in the summer when many schools are closed. Libraries across Arizona are serving as cornerstone educational facilities for entire communities. From offering GED classes to technology courses, and from ESL to citizenship classes, they have long since embodied the belief that everyone deserves free, basic educational opportunities.

Despite a previously booming economy and unprecedented growth, Arizona's child poverty rates

have risen, and children and families are worse off than their counterparts in other states. According to a recent *Arizona Republic* article a private study reported that, "Arizona is among 10 states with the largest gap between the rich and poor, and its gap has widened significantly during the past two decades.... Across the board, among the poor, middle class and wealthy, Arizonans ranked lower than the nation in average income." (*Economic Policy Institute and the Center on Budget Policy and Priorities*, Washington, DC, released 4/23/02).

Arizona is a right-to-work state and has an enormous service industry; therefore many of Arizona's employment opportunities are often low wage. The median income in Arizona is \$34,000 while the national average is \$44,000. The number of school-age children in Arizona grew 33.5 per cent between 1990 and 2000. In 1998, Arizona's per pupil expenditures were 47th lowest in the nation.

Although the charter school movement is hardly unique to Arizona, the state has one of the nation's highest per capita rates of charter and home schools. It is estimated that there are approximately 400 charter schools in Arizona. This recent phenomenon has a profound impact on public libraries across the state, as most charter schools do not operate libraries. In addition, students schooled at home rely heavily on the public library to supplement their curriculum. A national study by Home Education found that 53 per cent of home-schooled children visit the library at least once or twice a month.

The time children spend in public and private school settings represents only 20 per cent of their day. Many of Arizona's public libraries find themselves needing to respond to portions of the 80 per cent of time that children are not in school. Often our young people lack supervision or group activities in the non-school hours. Approximately 94,100 Arizona children may be home alone for some time during the week.

Research indicates that children growing up poor are more likely to need additional support services because of increased teen pregnancy, high dropout rates, and lack of health insurance. Arizona's child poverty rate is approximately 24 per cent while the national rate is 20 per cent.

Libraries have a key role to play in ensuring that our children are growing up in the safest and healthiest environments. Many libraries across the state have begun to focus on children's and youth services and offering a safe haven for children to learn and interact with their peers.

7. The New Economy

Arizona's policymakers have spent considerable time over the past several years engaging local communities around issues of the New Economy, economic development, and technology, all of which are deeply interrelated. In the New Economy, which is an economic transformation based on technology, the bases for competitive advantage will be knowledge, quality, speed, flexibility, and networks. The implications for Arizona are enormous. There will be increased competition for businesses, high-wage jobs, and workers. It is imperative that Arizona creates the infrastructure required to support the New Economy, including nurturing idea generation and entrepreneurial activity.

In response to these issues, Governor Jane Dee Hull formed the Arizona Partnership for the New Economy (APNE) in early 2000 (for a complete library response, see Appendix B). The Governor's mandate to APNE was to:

- Perform a baseline analysis of where Arizona stands compared to other states
- Identify our strengths and weaknesses
- Make recommendations on how to proceed
- Make sure that all Arizonans can participate

"Libraries have a major role to play in supporting residents as they become knowledge workers."—Agnes Griffen, Tucson-Pima Public Library

The APNE process took more than a year to complete and engaged 3000 people from across the state. The initiatives address critical "foundations" or economic building blocks that support and enable all business activity, especially economic and technology clusters. Libraries were specially cited as a

statewide and community resource in the final APNE report and briefing session. The following, which is the policy agenda for the New Economy, can be very instructive to information service providers throughout the next decade:

- Build and support education at a world-class level
- Ensure that students have the right technology tools and know-how
- Make sure every child is ready to start school and stays in school
- Provide flexible ways for adults to pursue lifelong education
- Provide and protect key quality-of-life attributes
- Provide infrastructure for the New Economy
- Build intellectual capacity
- Build mechanisms to transfer knowledge

As compelling as the work that APNE completed is the most recent report from the Morrison Institute for Public Policy, “Five Shoes Waiting to Drop on Arizona’s Future” (2001). The report is meant to provoke debate and inform policymaking on issues that include leadership, education, taxation, and state identity. It identifies five major challenges in Arizona’s future:

A talent shake-up – Arizona must boost its quality of life to boost its ability to keep and attract the world’s best talent.

The Latino education dilemma – Arizona’s future economic and social well being depends heavily on erasing the educational deficits of the state’s young Hispanic residents.

A fuzzy economic identity – In Arizona we “make” much more than we “think” and thinking is where future economic growth is likely to occur.

Lost stewardship – Less than a quarter of Arizonans think state business and elected leaders care about Arizona’s future.

The revenue sieve – Too many exemptions and too narrow a tax base hamper Arizona’s ability to raise revenues efficiently.

Whether or not Arizona will be able to flow with economic downturns and upswings and be a leader rests heavily on the investments made in our collective infrastructure—including libraries.

Libraries are in a unique position to place themselves, their resources, and their information and knowledge access and systems square in the middle of the debate. Library leaders must engage in these discussions, promote the value of libraries, and secure the resources to capitalize on the highest quality staff, resources, and programs.

“The first 100 years of our country’s history were about who could build the biggest, most efficient farm. The second 100 years were about the race to build efficient factories. The third 100 years are about ideas.”—Seth Gordon, “Fast Company,” August 2000

8. Strategic partnerships

Librarians across the state have found that in order to build local support, increase usage, and supply the most current and relevant materials and programs, they must look beyond the walls of their own institutions to develop strategic alliances.

Alliances have taken many shapes, and community-based librarianship—that is, serving the community through needs and assets assessments, outreach, coalition building, and public awareness—has reached audiences and created alliances that have not previously been considered.

Partnerships reach to the very core of the success of a public library and have been formed at all levels. From the children’s librarian who is developing innovative programming for infants and toddlers and is partnering with the local Healthy Families program, to the adult services librarian who looks to local non-profit agencies to assist with GED and ESL classes; from a library director who has partnered with a local corporation for financial support, to a library friends support group that has found individuals to volunteer—partnerships are essential.

According to Arizona State Library Director, GladysAnn Wells, since 1999, strategic alliances have enabled the state to leverage close to \$10 million in grant support for library and cultural institution services, materials, and staffing.

9. Funding and support

Funding and support is a recurring theme for library leaders, advocates, and policymakers. Library directors often describe it as their top priority. The ability to maintain and increase local, state, national, and private funding is the linchpin for success, but it requires skilled and masterful leadership.

Arizona's libraries usually rank near the bottom of most national funding indicators. While the national average of per capita support for public libraries is \$24.80, Arizona's is \$21.73. In 2000, the national average funding for state grants in aid was \$13.8 million, while Arizona's is only \$651,000 annually (Arizona Public Library Statistics 2000-2001).

Library leaders and advocates recognize that in order to improve these statistics, library systems must join in communicating the value of public libraries to audiences across Arizona. They must recruit library advocates through the formation and expansion of friends groups and library foundation boards, and by transforming library patrons from passive users to active supporters.

Public libraries in Arizona are most heavily supported through local, city and county budgets. Therefore, in addition to marketing and communications efforts, comprehensive local advocacy strategies are often implemented to build support. These efforts can include developing ongoing relationships with legislators, advocating for bond money, initiating capital campaigns, and designing programs to teach library advocates how to be effective lobbyists.

10. Recruiting and retaining qualified staff

The ability to recruit and keep good staff is the glue of success for any library or library system. Many library leaders throughout the state, when surveyed, identified the ability to attract new talent, keep the talent they have, and provide adequate professional development opportunities for staff as one of the most important issues facing libraries. Difficulties in finding and keeping good staff can be considered a crisis of growing proportions.

"Our most important investment continues to be in people."—David Gunckel, Sierra Vista Public Library

The need to find and keep qualified staff begins with being able to attract new individuals to the field and provide adequate training to those interested in becoming professional librarians. Arizona has one professionally accredited training

program, the School of Information Resources and Library Science (SIRLS) at the University of Arizona. SIRLS is the only graduate library education program in the Southwest region. For students who do not seek the master's degree in information resources and library science, which is the standard degree for professionals, there are very few formal educational opportunities in Arizona. Yet, many rural libraries in the state cannot afford to hire master's staff and rely instead on paraprofessionals, many of who would benefit from training opportunities and might be encouraged to continue their formal education.

Library staff must be highly educated and trained, competitively compensated, and provided with adequate opportunities for continuing education. Arizona's library leaders must develop strategies for professional learning for those who work in public and school libraries. Opportunities might include certificate programs, accreditation opportunities, and associate's degrees.

As the state of Arizona becomes more diverse, so too must the library staff. As the library community focuses on recruiting and retaining qualified individuals, those same individuals must also represent the diverse populations that are growing in Arizona.

Along with the work of the Statewide Library Development Commission, the State Library, Library Development Division, conducted three different surveys addressing continuing education needs over the past year. The Public Library Computer Resources Training Needs Survey (April 2002) was sent to all library staff in the state, and was used to assess their training needs in order to apply for a Gates Foundation Training grant. This survey specifically identified librarians' training needs in the use of computers and library technology. The other two surveys were more informal and general. The forty-five Public Library Association scholarships that were awarded through the Arizona State Library required participants to complete an evaluation. Scholarship participants were asked to supply their most immediate training need. Ongoing Continuing Education evaluations are passed out at the end of each workshop. This form asks participants what other training they need. These evaluations identified broad training needs, covering all areas of library service. The results of these surveys will be used to plan training programs over the next five years. Additional needs surveys will be done to identify new needs.

III. Goals:

After reviewing and discussing the Statewide Library Development Commission Report, the Arizona State Library determined that there were many recommendations associated with the ten issues The Commission identified and not all of them were relevant to or appropriate for LSTA funding. For the purposes of this LSTA Five-Year Plan several of the issues and recommendations they identified were combined to form eight specific LSTA goals for Arizona (see chart below). Arizona's LSTA Goals, The Commission Goals and the LSTA Purposes are often intertwined and overlapped. Assigning Arizona's LSTA Goals to the LSTA Purposes is difficult without first identifying the specific activity, but we have generically categorized them for the purposes of this chart to demonstrate their relative connections to each other. The Arizona LSTA goals are numbered to reflect the order in which these goals appeared as issues in the previous section (section II).

Current LSTA Purposes	S 2611 LSTA Purposes	H.R. 3784 LSTA Purposes	Arizona State Library LSTA Goals
Section 212. PURPOSE It is the purpose of this subtitle – 1) to consolidate Federal library service programs:	SEC.201. PURPOSE Section 212 of the Library Services and Technology Act (20 U.S.C. 9121) is amended by striking paragraphs (2) through (5) and inserting the following: (1) to consolidate Federal library service programs:	SEC.201. PURPOSE Section 212 of the Library Services and Technology Act (20 U.S.C. 9121) is amended by striking paragraphs (2) through (5) and inserting the following: (1)To consolidate Federal library service programs:	
Current LSTA Purposes	S 2611 LSTA Purposes	H.R. 3784 LSTA Purposes	Arizona State Library LSTA Goals
2.) to stimulate excellence and promote access to	(2) to promote improvement in library services in all types of	(2) to promote improvement in library services in all types of	1. Public satisfaction - To encourage libraries to emphasize customer

learning and information resources in all types of libraries for individuals of all ages;	libraries in order to better serve the people of the United States;	libraries in order to better serve the people of the United States;	<p>service and to provide libraries with opportunities to improve public satisfaction by enhancing their services and resources.</p> <p>4. Cultural diversity - To assist Arizona's libraries to serve their diverse multi-cultural communities.</p> <p>5. Community focal point - To assist Arizona's libraries to become physical, social, economic, educational, cultural, health, psychological, and general information centers in order to serve their communities.</p> <p>6. Families and children - To assist Arizona's libraries to focus on literacy and children's, youth, and family services.</p> <p>8. Recruiting and retaining qualified staff - To build strategic partnerships to ensure the recruitment, training, and retention of qualified library staff.</p>
Current LSTA Purposes	S 2611 LSTA Purposes	H.R. 3784 LSTA Purposes	Arizona State Library LSTA Goals
3.) to promote library services that provide all users access to information through State, regional, national and international electronic networks	(3) to facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; and	(3) to facilitate access to resources in all types of libraries for the purpose of cultivating an educated and informed citizenry; and	2. Access to information – To promote increased access to information, resources, and services to the public.
4.) to provide linkages among and between	(4) to encourage resource sharing	(4) to encourage resource sharing	3. Information technology - To serve as

<p>libraries; and</p> <p>5.) to promote targeted library services to people of diverse geographic, cultural, and socioeconomic backgrounds, to individuals with disability, and to people with limited functional literacy or information skills.</p>	<p>among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public.</p>	<p>among all types of libraries for the purpose of achieving economical and efficient delivery of library services to the public.</p>	<p>a leader in the development of statewide telecommunications infrastructure and bridging the digital divide, and to encourage local libraries to participate in the development and enhancement of telecommunications infrastructure in their communities so that information is provided throughout the state.</p> <p>7. Strategic partnerships - To serve as a leader to foster strategic partnerships between libraries, museums, schools, community services organizations, and other cultural and business groups to ensure Arizona's libraries serve as influencers in cultural heritage economic development.</p>
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IV. Evaluation Plan:

The LSTA evaluation plan for Arizona includes a variety of data sources and data intervals depending on the type of programs or activities. The effectiveness of statewide programs such as shared databases, the Convocation, Cultural Inventory Project, Interlibrary loans, continuing education, etc. will be measured as we have done in the past, using a variety of data sources including interviews, observation, surveys, focus groups and statistics.

For the statewide programs that are funded with LSTA money, each program manager submits a brief report to the LSTA Consultant by November of each year so that this information can be included in the IMLS final report. Some of the large statewide events, such as the Convocation, Library and Museum Institute, and Continuing Education programs, just to mention a few, are also evaluated at the end of each activity. Participants are asked to fill out an evaluation survey. The staff synthesizes these comments and holds a debriefing meeting to discuss improvements for the next year. The Library Development Division also collects and analyzes the annual Arizona Public Library Statistics and uses this information in a variety of ways. The Library Development Division staff meets monthly and discusses LSTA on a regular basis. Revisions in the LSTA activities are often

made as a result of these discussions, statistical reports, changes in state needs, and challenges. The State Library expects to develop specific output and outcome targets within the agency once this new LSTA Five-Year Plan is approved by IMLS. The State Library staff will prepare these targets with input from the County Librarians and the State Library Advisory Council. An example of the types of targets and activities is listed in the chart below.

Goal/Targets	Programs/Activities
<p>2. Access to information – To promote increased access to information, resources, and services to the public.</p> <p>Key output targets</p> <ul style="list-style-type: none"> • By the end of year 5, 90% of all government documents librarians will have participated in at least one GILS training course. • By the end of year 5, the State Library sees an increase in the Net Lending incentive program. • By the end of year one, a cost share model is developed and used for all on-line databases purchased by the State Library. • By the end of year 5, 300 libraries, museums and archives are listed in the Cultural Inventory Directory. <p>Key outcome targets</p> <ul style="list-style-type: none"> • By the end of year 5, 75% of all citizens who respond to on-site or on-line surveys report that they found what they were looking for, learned something, or benefited from the library service they used. • 75% of all libraries that submit Arizona Library Statistics report that the public is using the state’s electronic databases more each year. • By the end of year 5, 75% of all libraries that report statewide statistical data inform the State Library that they use this information to help support and improve their programs, services, and facilities. 	<ul style="list-style-type: none"> • Enhance the quality of online reference information available to the public at local libraries through State Library leadership including digital government information. – Years 1-5 • Promote the use of statewide electronic databases available to the public through libraries. – Years 1-5 • Encourage libraries to work together through support from statewide monetary incentive programs such as the Net Lending program. – Years 1-5 • A cost-share model is developed and used for on-line databases. - Year 1 • Encourage library/museum/archive referral networks to meet Arizona’s information needs. – Years 1-5

In terms of the State Library’s LSTA goals, we will know we have been successful when:

Goal # 1 Public Satisfaction

- Librarians who participate in the customer service training programs report to the State Library that customers evaluated their products and services positively.
- Librarians who participate in the collection, programs, and services training report to the State Library that their activities meet the wants and needs of their communities.

- The public reports to the State Library that they receive prompt and professional service when seeking e-government information.
- The legislature reports to the State Library that they receive prompt and professional service.

Goal # 2 Access to Information

- Arizona's citizens who visit libraries on-site or on-line report that they find what they are looking for, learn from using the collections, or benefit from the services provided by Arizona libraries.
- Arizona's libraries report that the public is using the state's electronic databases and track increases statistically and by impact anecdotes.
- The State Library sees an increase in the Net Lending/interlibrary loan incentive program.
- A cost-share model is developed or adopted and used for on-line databases.
- Statewide statistical data is used by libraries to help support and improve their programs, services, and facilities.
- The public reports to the State Library that they are able to locate e-government documents.
- The legislature reports to the State Library that they are able to locate the information they need in a timely manner.

Goal # 3 Information Technology

- The State and local libraries become involved in developing and using statewide technology infrastructures.
- Libraries partner with local and statewide government and industry to explore statewide technology infrastructure and support options.
- Libraries continue to be perceived by Arizona legislators as technology players in both e-government and technological infrastructure.

Goal # 4 Cultural Diversity

- The State Library awards grants each year for programming that supports local cultural heritage.
- Five or more scholarships are awarded in Arizona each year to minority library school students.
- Library staff attends cultural sensitivity training programs and report that they have successfully used the training in their work.
- The State Library offers opportunities for tribal libraries to network with each other and with non-Indian libraries.

Goal # 5 Community Focal Point

- The State Library awards literacy grants that focus on families and teens each year.
- New library friends groups are established and foundation boards are better trained.
- The advocacy tool kit is used by libraries, boards and friends groups to promote the value of libraries.
- A special grant is awarded to a library that develops and implements a marketing plan for economic development.
- Librarians who attend economic development training report that they can better serve their customers.
- Small business professionals are aware of and use library economic development resources.

- Library leaders are involved in community planning and economic development.
- Citizens report that libraries are serving as a center for their community.

Goal # 6 Families and Children

- Library staff attends teen services training and report to the State Library that teens are using their libraries more.
- The State Library awards grants each year that support after-school programs in libraries and museums.
- The State Library awards grants each year that support literacy and life-long learning for families and teens.
- The State Library awards grants each year for programs that support families and involve collaborations between libraries, museums, schools and/or family support agencies.

Goal # 7 Strategic Partnerships

- The cultural and public information communities of Arizona look to the State Library for leadership, problem solving, training, and information supporting cultural and historic projects for Arizonans.
- The annual Convocation is attended by 200 people and participants report on their evaluations that the meeting fostered networking between the diverse types of organizations and professionals who attended.
- The cultural community collaborates with the State Library to build an inventory of Arizona's cultural collections (Cultural Inventory Project)---print and web-based---for all to use.
- Library and museum managers attend the Institute where they learn about management, share ideas and experiences, and build collaborations.
- The State Library, the Arizona Humanities Council, local libraries, and other cultural institutions are invited to participate with cultural tourism efforts in their communities.
- Library staffs that attend collaboration training programs report that they have applied what they learned to build collaborative community partnerships.
- A statewide network of library directors is created and meets bi-annually to discuss library issues.

Goal # 8 Recruiting and retaining qualified staff

- Museum, library and archive professionals use the State Library's resources such as the Cultural Inventory Directory and the Professional Development Collection (a multi-media collection for use by archives, library, museum, genealogical and records professionals) on a regular basis.
- More professional development scholarships are awarded each year.
- The State Library serves as a leader in the development of continuing education standards that are recognized and accepted by all the Western Council states.
- SIRLS uses grant money to maintain their accreditation standing and enhance their programs for the students and to provide degree credit courses and continuing education in other locations.
- State Library staff that attend continuing education programs report that these programs have enabled them to serve the public better.
- Librarians are hired who have economic development training or experience.

It is with the competitive sub-grants where the State Library will be seeking more outcome-based evaluation information that will include the indicator numbers and percentage of target group measurements that reflect a project's success. We are currently offering outcome-based evaluation

information in our project planning/grant writing workshops. Additional outcome-based evaluation training will focus on the logic model and will be offered to potential sub-grantees in the future.

V. Programs/Activities:

Goal # 1 Public Satisfaction

- Statewide training programs offered to library managers that teach planning and offer training in outcomes while keeping customer satisfaction, service and diversity in mind. Years 1-3
- Assist libraries to design library collections, programs, and services in response to community wants and needs. Years 1-2
- Statewide training programs offered to teach library staff how to conduct user needs surveys, develop collections and write policies. Years 1-2
- Greater numbers of legislators use the State Library services and support local library services in their districts.

Goal # 2 Access to Information

- Enhance the quality of online reference information available to the public at local libraries through State Library leadership including digital government information. Years 1-5
- Promote the use of statewide electronic databases available to the public through libraries. Years 1-5
- Encourage libraries to work together through support from statewide monetary incentive programs such as the Net Lending program. Years 1-5
- Encourage library/museum/archive referral networks to meet Arizona's information needs. Years 1-5

Goal # 3 Information Technology

- Encourage the use of the large and capable statewide infrastructure to ensure our libraries provide information to residents across the state. Years 1-5
- Identify ways to support and sustain the technology investments made through federal e-rate, LSTA programs, and the Bill and Melinda Gates Foundation. Years 1-5
- Partner with local and statewide government and industry to explore statewide technology infrastructure and support options. Years 1-5
- Continue to be perceived by Arizona legislators as technology players in both e-government and technological infrastructure. Years 1-5

Goal # 4 Cultural Diversity

- Offer grants that improve resources and embrace programming that reflects community cultural heritage. Years 1-5
- Through SIRLS and other programs, offer scholarships that support professional education for minority library school students through educational recruitment, retention and career placement. Years 1-5
- Offer training opportunities in cultural sensitivity for staff and the community. Years 3-5
- Assist libraries to identify and serve nontraditional and underserved populations and areas, including ethnic groups and the homeless, under educated, learning or physically challenged, illiterate, and institutionalized. Years 1-5
- Promote networking between tribal libraries and among other Arizona libraries. Years 1-5

Goal # 5 Community Focal Point

- Offer literacy grants that focus on families and teens. Years 1-5

- Improve local advocacy for libraries through training for friends groups and local library activists and supporters. Years 3-5
- Develop a statewide advocacy toolkit that library systems can adapt and use. Year 3
- Coordinate efforts across the state to market and promote the value and role of libraries in counties, cities, communities, and neighborhoods. Years 1-5
- Promote the public library as a “bridge to the digital divide” in virtually every community in Arizona. Years 1-5
- A special grant is awarded to a library that develops and implements a marketing plan for libraries and their impact economic development. Year 3
- Offer economic development training opportunities to librarians. Years 1-5
- Help library leaders to become involved in discussions about planning new and growing communities. Years 1-5

Goal # 6 Families and Children

- Offer training that addresses teen services. Years 3-5
- Offer grants that support after-school programs for K-12 students in libraries and museums. Years 1-5
- Offer grants that support literacy and life-long learning throughout the state and for every member of the family, including programs like Arizona Reads. Years 1-5
- Increase collaboration with schools for opportunities to improve student success (homework help, tutoring, etc.). Years 1-5
- Work with youth and family support agencies to increase the number of youth and families using the library and to develop programming that is relevant and meaningful. Years 1-5
- Explore partnerships with state agencies and non-governmental organizations that serve children and families. Years 1-5.

Goal # 7 Strategic Partnerships

- Provide annual Convocations. Years 1-5
- Continue Cultural Inventory Project and other related heritage inventories. Years 1-5
- Develop and enhance the Library and Museum Institute. Years 2-5
- Ensure that the State Library will serve as a leader in cultural heritage economic development and will encourage libraries to collaborate with local business and industry, and community based organizations to leverage available funds and enhance services. Years 1-5
- Work with the Arizona Humanities Council and the State Tourism Office to promote libraries and museums. Years 1-5
- Provide library professionals training in the art of collaboration with cultural institutions as well as business and industry, community-based organizations, and schools. Years 1-5
- Offer grants that encourage collaboration. Years 1-5
- Create a statewide network of library directors in order to facilitate the exchange of information, promote innovative responses to common problems, and develop cooperative activities among libraries in the state. The network should host fact-to-face meetings at least two times per year as well as a statewide electronic link of library directors. Years 1-5
- Continue to support the Arizona Reads program and the Arizona Book Festival in collaboration with the Arizona Humanities Council. Years 1-5

Goal # 8 Recruiting and retaining qualified staff

- Build the Professional Development Collection. Years 1-5
- Offer scholarships to participate in continuing education. Years 1-5
- Work with the Western Council of State Libraries and nationally to develop standards for professional and paraprofessional staff for continuing education opportunities at all types of

libraries and work toward a continuum for library education from volunteer to master's degree.

Year 2

- Offer special grants to SIRLS to help support lectures, programs, scholarships and related library school activities. Years 1-5
- Give State Library staff the opportunity to participate in continuing education opportunities. Years 1-5
- Promote the hiring of librarians who have expertise in providing information for small businesses, economic development and entrepreneurs. Years 1-5

VI. Stakeholder Involvement Procedures: The Process

The key stakeholders for the Arizona LSTA Five-Year Plan 2003-2007 are The Arizona State Library, the public, cultural institutions, and all types of libraries. These stakeholders were represented on the Statewide Library Development Commission and were responsible for developing The Commission report that directly informed this LSTA Plan. The Commission first met in March of 2000 at the Arizona Convocation in Phoenix. Members were invited to provide a short personal introduction and were asked to state their priorities and vision for library services. Chair Agnes Griffen reminded members that they would meet over the next two years as necessary, and that individual members would be asked to engage in committee work around assigned topics. The Commission disbanded in 2002 after completing the Arizona State Library's plan, *Arizona's Libraries in the 21st Century: Building Communities, Connections and a Continuum of Learning* and referring the plan to the State Library Advisory Council for adoption.

At the same time The Commission was formed, Governor Jane Dee Hull created the Arizona Partnership for the New Economy (APNE). It became apparent early in the deliberations of the Statewide Library Development Commission that it was essential for libraries to be represented on the Partnership for the New Economy and for the partnership to recognize the economic value of public libraries.

After completing the New Economy work early in 2001, The Commission regrouped and spent the next nine months focusing on the future of libraries in the state. They examined what was working well, what external factors might affect library development, and where library leaders needed to focus in order to maintain relevance and vibrancy. The Arizona office of Libraries for the Future (LFF), a national non-profit organization, was asked to assist with this phase of the process through meeting facilitation, research and writing, reporting, and preparation of recommendations. Rhian Evans from LFF synthesized the information and authored The Commission Report, *Arizona's Libraries in the 21st Century: Building Communities, Connections and a Continuum of Learning*.

During the planning phase, The Commission dedicated one full meeting to understanding the larger context and environment in which public libraries do their work. Experts representing the fields of education, consumer health, children and families, rapid growth and sprawl, cultural diversity, economic development, and technology presented an overview of key trends and issues to the group. Each presentation was coupled with a library response. Collectively, these represented an overview of "best practices" in libraries across Arizona.

Commission members also engaged in discussions about the role of academic and special libraries, and school library and media centers, and began to create a framework for additional discussions. They also outlined their vision for library support and advocacy over the next five years—including coordinated statewide communication, strengthened statewide public financing, and a method by which larger, urban public libraries and smaller, rural public libraries could engage in mutually beneficial relationships.

The Commission also wanted to ensure that local library values, beliefs, practices, and strategic directions were represented and highlighted. Strategic plans from libraries across Arizona were analyzed and summarized. These plans and goals are reflected in Part II, "Needs Assessment: Imagining the Future" section of The Commission's report and the plans are referenced in Part II in the same section of this LSTA plan as well.

In addition, an anonymous survey of Commission members and county librarians was conducted in order to better understand the most important role that the Arizona State Library might play over the next five years. Conducted online, the survey asked respondents to elaborate on the value of the Arizona State Library and the most important areas of focus for collaborative efforts.

Concurrently, an independent consultant was retained to evaluate the effectiveness of the first five years of federal funding (1998-2002) through LSTA grants. The report, *Evaluation of the Implementation of LSTA funding in Arizona*, concluded that, "The compatibility of the goals of the federal LSTA program and the goals of the Arizona State Library to foster increased use of technology in libraries, to provide library services to the underserved, and to promote collaboration among cultural institutions, has led to a highly successful implementation of LSTA funding in the State of Arizona. The State Library with its key constituencies developed a broad set of goals for its 5-year implementation of LSTA in Arizona. The programs that support those goals were very diverse... The key lesson learned in this state is that all sectors of the library community are eager to participate in the global information society. They embrace opportunities to improve the technology infrastructure of their libraries and to broaden their concept of their involvement in collaborations. They are inspired by the leadership from the State Librarian and her staff and have found that they can gain tangible support for their needs. Through continued funding with LSTA dollars, the state can continue to make progress in offering information technology and resources for users, in training for staff, in enriched collaborations among cultural institutions, and in services to the underserved" (Lippincott, 2001, pg. 43).

Over a two-year period, the State Library received input from Arizona's key stakeholders for LSTA funds --- librarians representing all types of libraries, cultural institutions, and citizens---all who served on the Commission. The results of these various deliberations, surveys, evaluation, studies, and The Commission report form the basis for this Arizona LSTA Five-Year Plan (2003-2007). The LSTA plan focuses on the goals and activities from the Commission report that are appropriate for federal funding and best relate to the LSTA purposes.

VII. Communication Procedures:

Communication is a regular and ongoing process between the State Library and the Arizona library community. The new LSTA Five-Year Plan (2003-2007) was based on the two-year work of the Statewide Library Development Commission. As the LSTA plan was being drafted, the Library Development Division Director and Consultants helped the LSTA Consultant select the goals and activities that were the most compatible with the LSTA purposes and most appropriate to the Division's work. The original draft was submitted to the State Librarian who offered comments before the second draft was presented to the County Librarians in May of 2002. They were asked to read the draft and submit comments by June 15. The fourth draft was also distributed to the Arizona State Library Advisory Council and adopted at their July meeting. Feedback was incorporated into the final draft of Arizona's LSTA Five-Year Plan (2003-2007).

Once the new LSTA plan (submitted in July 2002) is accepted by IMLS, the plan will be placed on the Arizona State Library website (www.lib.az.us) where people have an opportunity to comment. Library

and political leaders are also given information about Arizona's LSTA programs. The County Librarians, the Arizona State Library Advisory Council (libraries, museums and public representatives), and the Board of Arizona State Library, Archives and Public Records (legislators) receive LSTA updates from the State Library Director or a staff member at each of their meetings. Reports to these groups can be written or oral. Members frequently ask questions or offer feedback at that time. The State Librarian also reports to Arizona's Congressional delegates about the success of our programs and the difference LSTA has made in Arizona. Posted on the IMLS and American Library Association websites, Arizona's LSTA success stories have been used to help inform Congress and other U.S. libraries about library accomplishments.

The State Library staff that are most involved in statewide programs and the LSTA Consultant frequently are featured speakers at library, museum and archives meetings, conferences and workshops. While at these programs, information is presented and participants (library, museum and archive professionals) are given opportunities to ask questions and offer feedback.

The Arizona State Library develops statewide strategic plans, usually for five-year spans; works closely with the legislature; and decides on the use of certain federal grants, including LSTA. It assists libraries in writing applications to participate in e-rate, which the federal government established in 1996 as a way of subsidizing electronic information access for schools, libraries, and other public institutions. Finally, it provides consulting services for small libraries and other advisory or collection-related services. The Arizona has been an important convener, advocate, and disseminator of all types of library and related information.

State Library
collaborator,
cultural

VIII. Monitoring Procedures:

The Arizona State Library monitors statewide and sub-grants differently. For the statewide that are funded with LSTA money, the person manages the program submits a brief report Consultant by November of each year. This information is included in the IMLS final report. Some of the large statewide events, such as the Convocation, Library and Museum Institute, and Continuing Education programs just to mention a few, are also monitored at the end of each activity.

"It is essential that our institutions are players, in the social, educational, political and cultural senses of the word. And that we translate what we do and what we could do in terms that are understandable and attractive. It is also essential that we continue to work across institutional boundaries."

—GladysAnn Wells, State Librarian

programs
programs
who
to the LSTA

Monitoring of LSTA funds is the combined responsibility of the Arizona State Library's fiscal office and the Library Development Division's LSTA consultant and clerical staff support. In December of each year they prepare the requisite annual report to be submitted to IMLS. That report details the financial expenditures and describes many of the projects and programs in narrative form. In order to obtain many of these figures and compile the narrative reports, the sub-grantees are required to submit a final report to the LSTA consultant within a month following the completion of their project. These narrative reports are moving more toward outcome-based comments, but the sub-grantees are just now getting training in this type of evaluation, so it may take a year or so before their reports to the State Library become mostly outcome-based.

Arizona monitors its LSTA program many times throughout the year and more formally at the end of each year. Throughout the process the public, librarians, political leaders, museum professionals, and the State Library staff have many opportunities to make changes and verify that the State Library is meeting the LSTA purposes, and following Arizona's 5-year Plan.

IX. Assurances: See attached signed documents

X. Appendix A: Statewide Library Development Commission Members

Appendix A Commission Members

CHAIR

Agnes Griffen, Director, Tucson-Pima Public Library

CO-CHAIR

Judy Register, Director, Citizen and Neighborhood Resources

MEMBERS

Bonnie Campbell, Director, Mohave County Library District

Jean Collins, Dean of Libraries, Northern Arizona University—Cline Library

Harry Courtright, Director, Maricopa County Library District

Sister Corinne, Holy Trinity Monastery

Susan DeArmond, Private Citizen

Wendy Dresang, Private Citizen

Rhian Evans, Southwest Regional Director, Libraries for the Future

Sean Evans, Cline Library, Northern Arizona University

Amelia Flores, Director, Colorado River Indian Tribes Library/Archives

Mary Graham, Head Librarian, Arizona State Museum, University of Arizona

Jacque Griffin, Director, Gila County Library District

David Gunckel, Director of Library Services, Sierra Vista Public Library

Patsy Hansel, Director, Mesa Public Library

Anne Hughes, Private Citizen

Barbara Hutchinson, Librarian, University of Arizona/Arid Lands Information Center

Jane Kolbe, Division Director, Library Development Division, State Library, Archives and Public Records

Paul Kreamer, Librarian, Santa Rita High School Library

Michael Kronenfeld, Director, Health Sciences Library, Maricopa Integrated Health Systems

Joan Murray, Director, Yuma County Library District

Steve Peters, Private Citizen

Jana Ponce, County Librarian, Parker Public Library

Richard Rounds, Private Citizen

Alyce Sadongei, American Indian Program Coordinator, Arizona State Museum

Brooke Sheldon, Director, School of Information Resources and Library Science

Deborah Shelton, Head Librarian, Arizona Historical Society, Southern Arizona Division

Sherrie Schmidt, Dean of Libraries, Arizona State University–Main Campus/University Libraries

Robert Shupe, Director, Mohave Community College Library (AZLA President)

Diane Skorupski, Librarian, Van Buskirk Elementary School

Kay Whitaker, Director, Flagstaff City-Coconino County Public Library

Rodeane Widom, Director, Glendale Public Library

XI. Appendix B: The Role of Arizona Libraries in the APNE Process

The Role of Arizona Libraries in the APNE Process A White Paper

(Authored by David Gunckel, Betty Marcoux, and Dan Shilling)

To ensure Arizona's ability to take advantage of the opportunities in the New Economy, Governor Hull has created the Arizona Partnership for the New Economy (APNE). Libraries play a critical role in connecting Arizona's citizens to the New Economy. All libraries are dedicated to providing high levels of service to all of their customers – that is, Arizona's public. Libraries are supported and used by the vast majority of Arizona citizens. Libraries are logical stakeholders and major players in any statewide plan to bring opportunity to Arizona through full participation in the New Economy.

Arizona libraries serve all state residents. In serving the public, Arizona's libraries do and will continue to play an important role in the lifelong learning habits of residents. They also assist in creating and facilitating workforce development and provide continuing education opportunities.

APNE's purpose is to:

1. Define the New Economy and its importance to Arizona.

Library response: Arizona participates in Arizona's New Economy at present by being the first place to introduce many members of the public to new information technologies. Libraries provide a free, public gateway to the Internet/Web, offering introductory learning opportunities to gain new skills in searching digital resources and constant tutoring in refining search skills. Libraries of all kinds are bridging the Digital Divide for those who lack access to computers at home, school, or work. Public access to digital resources is a major part of each library's mission of service to all residents of Arizona.

2. Assess Arizona's current readiness and establish benchmarks for measuring progress.

Library response: Arizona libraries consistently evaluate their communities in an effort to better serve customer needs and interests. They establish benchmarks of service and opportunities that become part of their annual goals and objectives. Using these skills, libraries stand ready to assist local businesses and government in assessing their readiness for and benchmarking progress toward the New Economy and its opportunities.

3. Develop strategies for correcting perceived deficiencies in responding to opportunities.

Library response: Arizona libraries provide up-to-date, accurate business and economic information so community leaders can improve their strategies when responding to New Economy opportunities. Libraries readily respond to the mandates they receive through community surveys and assessments. Libraries use this information to create strategies by which they can better serve their customers. Both customer needs and interests are the concerns of libraries as they respond to the pulse and environment of their communities. As a result, many communities are opening new libraries and extending hours of service in response to community needs.

E-Learning and New Talent: Library Response

The premise of E-learning is to link innovations of the New Economy with the building of an improved knowledge base and skill level of all of Arizona's citizens. Arizona libraries serving the public do this. Arizona libraries are ideal as places where learners of all ages can personally use the Internet as well as many other educational opportunities. Libraries are open daily in most communities, and provide physical access to the Internet and assistance that helps library users develop their information-literacy skills. Programs such as the federal e-rate are allowing those libraries with inadequate infrastructure to get wired. Grant programs such as the Bill and Melinda Gates Foundation provide modern hardware and software for libraries in rural and underserved areas, while the Qwest Foundation provides opportunities to create learning programs for customers of all ages. Other initiatives such as Libraries for the Future, the Rural Technology Centers throughout the state, the NAU-net, the AZ Learning System, and ASSET offer services and educational opportunities to Arizona's public. Libraries are committed to providing the best service so that learners of all ages—Arizona library customers—can enjoy access to the Internet, online learning opportunities, and participate in a wide variety of educational services while visiting the library.

Knowledge Leaders, Entrepreneurs & Capital: Library Response

Arizona libraries are located in every community in the state. Most Arizona communities recognize that an investment in libraries is an investment in the community. The EDIC (Economic Development Information Centers) are located throughout Arizona and provide information to small businesses in local communities. In this regard, Arizona libraries are knowledge assets. Building on these assets will allow citizens to participate more fully in the New Economy. An investment in libraries is an investment in the New Economy.

New Commerce and Creative Communities: Library Response

Arizona libraries have become community gathering places for people of all ages, having a variety of interests. If a creative community can be defined as one incorporating technology, speed, flexibility, and customer service, it is easy to recognize the library as a community focal point offering these services.

Building Connections to Opportunity: Library Response

Arizona libraries are very familiar with the Digital Divide as a barrier to full participation in the New Economy. There are two issues that prevent customers from full participation: first is the absence of appropriate hardware and infrastructure, and second is the lack of comfort with using computers and the Internet. Libraries offer electronic access. Libraries continue to upgrade their level of service through federal, state, and private funding opportunities. Libraries provide education to customers to ease apprehension about computers so that they may experience and fully understand the benefits of the electronic information world.

E-Government Edge: Library Response

Arizona libraries, because of their relationship to local government and because of their locations throughout Arizona, are ideal for connecting people to their government. The State Library, Archives, and Public Records (SLAPR) is providing e-government services to Arizona residents through libraries. Electronic services give customers immediate access to the automated services of federal, state, and local government. Additionally libraries provide staff to assist with access and use.

Summary

Libraries help Arizonans participate in the New Economy. Libraries have mechanisms to assess the readiness of Arizona's communities, and expertise for strategizing to realize the goals of APNE. Arizona libraries address the Digital Divide, as well as the concerns and interests of their customers. The library community is poised to take a lead in promoting and implementing the concepts and goals of APNE.